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Memorial and Peace Day

Illinois - - - 1929

ILLINOIS HISTORICAL SURVEY

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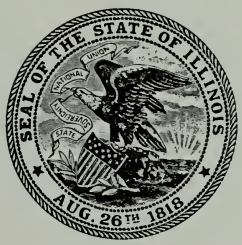

Compiled by
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Issued by
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Superintendent of Public Instruction

[Printed by authority of the State of Illinois]

—Underwood and Underwood.

THE NEW MEMORIAL DAY.

To Teachers and Pupils:

Decoration Day, originally established for the Northern States, has become and is one of our most sacred national holidays. With all the old bitterness between the North and South removed, we shall continue to observe Memorial Day for our own sakes as well as for the memories of those brave men who fought and died in that great national struggle. But this world war of which we were a part has extended our visions, our sympathies and our obligations. The graves of our own dead and of those of our allies encircle the earth. Reaching under the seas and across the continents, these noble dead will bind together the hearts of all the living. Over these uncounted millions of graves the peoples of alien tongues will speak to each other in the universal language of flowers and tears. A world day for all the people to join together in honoring the memories of all the dead will promote as no other one event the feeling of kinship and brotherhood among the peoples of the earth. An international Decoration Day may well become the real heart of a league of nations. If we keep faith with our common dead we can hardly fail to keep faith with each other.

But let us not confine our deeds and words of love to one day in the year or to those alone who are dead. Let us daily in thought and act strengthen the bonds that drew us together in this great cause. Let us show our respect for the dead through our respect for the living. Flowers carried by children's hands on any day in the year to the living mothers are as fine a tribute to the dead sons as those laid upon their graves on Memorial Day. Let us keep alive the memory of the dead soldier by kindly words and deeds to his living wife and children. Moreover, every day should be a Memorial Day for us to show our respect for those men who came back from the war with their bodies torn and broken. In so far as we may become eyes for these blind and ears for these deaf and hands and feet for these crippled soldiers, we shall honor and exalt their heroic deeds and sacrifices. Let us all so celebrate this great international Decoration Day as to keep alive the memory of the heroic deeds of those who died for us, to strengthen the bonds of comradeship and love between the peoples of all the nations begotten by our common sacrifices, and to wipe out all the bitterness and hatred engendered by it.

Yours sincerely,

Superintendent.

—Lorado Taft.

MODEL FOR ANNIE LOUISE KELLER MEMORIAL.

THE ANNIE LOUISE KELLER MEMORIAL.

The contributors to the Annie Louise Keller Memorial fund will be interested in the picture on the opposite page which shows the clay model designed by Lorado Taft for the memorial to be erected in White Hall. This model and the subsequent memorial owe existence to the contributions of many and the concerted efforts of a few deeply and sincerely interested workers. From the contributions of the school children to the inspired composition of the artist, each phase of the ultimate memorial has been fired with the nobility and unselfishness of the sacrifice which this marble group is to commemorate.

From school children, teachers, superintendents, principals, and from many interested contributors outside of the field of education, the funds have been gathered at White Hall. R. B. Pierce, treasurer of the Annie Louise Keller memorial committee, reports that on February 15, 1929, the entire amount represented by time certificates of deposit on White Hall banks was $5,275.92. This is slightly in excess of the amount which the committee contracted to pay to the artist. The amount in excess of $5,000 will be spent by the committee in the construction of a suitable foundation for the marble base.

In the fashioning of the model which appears on the opposite page, Miss Mary Keller, sister of Annie Louise Keller, has sat for the sculptor so that the symbolism and inspired grouping of the figures might have the added value of representing the features of Annie Louise Keller.

Working upon the basis of this model the memorial group will be carved from pink marble by Lorado Taft. In selecting pink marble as the proper medium for this subject, Lorado Taft wrote to Francis G. Blair, Superintendent of Public Instruction as follows:

"What I desire to do is not to use bronze at all but to show the figures emerging from the marble block. The effect would be far more beautiful than could be obtained through a dark spot of bronze attached to another material. I generally use bronze but I have a feeling that in this case we have an opportunity for a more ideal and poetic treatment. I am deeply interested in it and do not care if the carving costs me more."

Even as the artist has become deeply interested in his subject and has been inspired to transcend the limits of time and funds in order to create in enduring marble the conception of his reverence for such nobility and self sacrifice, so have others in their contributions and in their work given largely of their efforts and their time so that such great heroism should not have been in vain.

—"P and A" Photo.

TO THOSE MOTHERS OF ILLINOIS WHO GAVE IN DEFENSE OF LIBERTY THE LIVES OF THEIR SONS.

Model of memorial to be erected in Centennial Building at Springfield.

EPICEDIUM.

J. Corson Miller.

(In Memory of America's Dead in the Great War.)

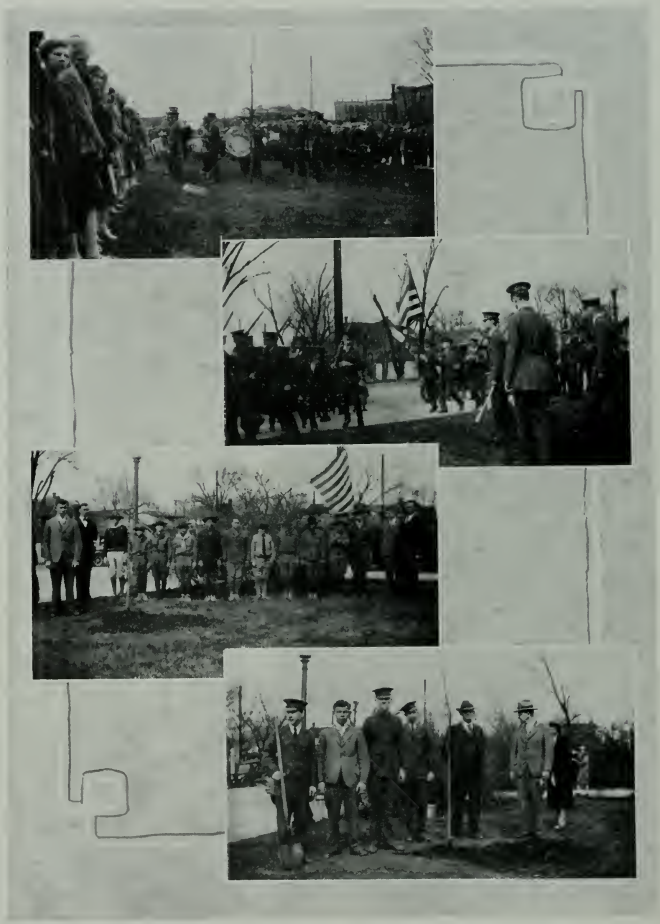
No more for them shall Evening's rose unclose,
  Nor Dawn's emblazoned panoplies be spread;
Alike, the Rain's warm kiss and stabbing snows,
  Unminded, fall upon each hallowed head.
But the Bugles, as they leap and wildly sing,
Rejoice, . . . Remembering.

The guns' mad music their young ears have known—
  War's lullabies that moaned on Flanders Plain;
To-night the Wind walks on them, still as stone,
  Where they lie huddled close as riven grain.
But the Drums, reverberating, proudly roll—
They love a Soldier's soul!

With arms outflung, and eyes that laughed at Death,
  They drank the wine of sacrifice and loss:
For them a life-time spanned a burning breath,
  And Truth they visioned, clean of earthly dross.
But the Fifes,—can ye not hear their lusty shriek?
They know, and now they speak!

The lazy drift of cloud, the noon-day hum
  Of vagrant bees; the lark's untrammeled song
Shall gladden them no more, who now lie dumb
  In Death's strange sleep, yet once were swift and strong.
But the Bells, that to all living listeners peal,
With joy their deeds reveal!

They have given their lives, with bodies bruised and broken,
  Upon their Country's altar they have bled;
They have left, as priceless heritage, a token
  That Honor lives forever with the Dead.
And the Bugles, as their rich notes rise and fall—
They answer, knowing all.



—Rosamond Blanchard.

VIEWS OF OTTAWA MEMORIAL TREE DEDICATIONS.

OTTAWA PLANTS LIVING MEMORIALS TO SOLDIERS OF WAR AND PEACE.

In establishing memorials to the most noble of its soldiers of war and peace the city of Ottawa, Illinois, has established itself as a city of most noble endeavor. It has not only acted upon the splendid program of planting living trees as memorials to the revered dead but has also led the way in the dedication of such a memorial during the lifetime of the honored person.

A quotation from the Daily Republican Times of Ottawa for December 31st, 1928, summarizes the memorial activities of the city of Ottawa during the year 1928.

"Memorials to heroes of various wars in which the United States participated as well as to Ottawa citizens who performed notable service in times of peace were dedicated with fitting ceremonies at various services held in Ottawa and vicinity during 1928.

"On Arbor Day, April 20, a sturdy young native white elm was presented by C. H. Kingman, principal of the Ottawa township high school, and planted on the grounds in memory of every student who served in the Spanish-American war or the World war. The tree was placed on the beautiful terrace lawn directly in line east of the Guy Hoxie memorial tree, planted some years ago by the Daughters of the American Revolution, and was dedicated at a community service participated in by the O. H. S. cadets in full uniform, under Captain Ernest Pool, the Boy Scouts under Bob Eden, Mrs. Buehrers' Campfire Girls and representatives of the D. A. R., W. R. C. and other patriotic organizations.

"Following the O. H. S. tree planting, Ottawa Boy Scouts, accompanied by Bob Eden and Clyde West and representatives of the W. R. C. and Red Cross went to Grand Ridge, where they joined the students and scouts there in the dedication of three memorial trees on the school grounds, one in memory of George Crawford, World war veteran, and the others to Spanish war soldiers, William Glazier, who was on the battleship "Oregon" on her far famed trip around Cape Horn, and George Taylor, who was killed in the trenches before Santiago de Cuba as he stood beside his boyhood chum, Capt. Ralph Woodward. The dedicatory address was given by Rev. Jacobs of Grand Ridge.

"After the services at Grand Ridge, Rev. Jacobs and others accompanied the Ottawa Party on to Otter Creek to join the D. A. R., Spanish war veterans, American Legion and Company A. from Streator in a memorial tree dedication to Captain W. H. Higby, former Ottawa druggist and commander of Company A. of Streator in the Spanish-American war.

"On Flag Day, June 14, five memorial trees were dedicated in Shabbona Square, and for the first time, as far as known, one to a living person, Miss Alice Rigden, principal of Lincoln school, who was the founder of Ottawa's first playground on the south side of the square. Another of the trees was in memory of Michael Hanifen, grand old man of the G. A. R., who for many years worked almost alone to keep alive the meaning of Memorial day by decorating the

soldiers' graves. The other trees were in memory of the Spanish and World war veterans and Rev. M. A. Quirk, former pastor of St. Patrick's church, who ably assisted Miss Rigden in her labor of love for the children.

"At the beginning of autumn, on Sunday morning, September 23, a pilgrimage was made by auto from Ottawa to the dedication of a memorial tree to Captain Glenn Weese, World war veteran, on the grounds of the soldiers' orphans home at Normal, Illinois."

An account in the Daily Republican Times June 15th gives a more detailed account of the dedication on Flag Day of the tree in honor of Miss Alice Rigden. The account and the dedicatory address are here quoted from that paper.

"Five memorial trees, one in honor of a living woman, Miss Alice Rigden, principal of Lincoln school, who has done much to carve the destinies of hundreds of prominent men and women by her careful training during their childhood days, were dedicated at a very impressive service at Shabbona Park yesterday afternoon. (June 14, 1928, Flag Day).

"The trees had been planted in the beautiful little park on Memorial day. A large crowd of men, women, and children turned out for the services.

"The Boy Scouts of Lincoln school, many of them pupils of Miss Rigden, marched from the school to the park for the services.

"Clarence H. Wilson, head of the Lincoln school Scout troop, delivered the dedicatory address for the tree which had been planted in honor of Miss Rigden. She is the first woman of Ottawa ever honored in such a fashion.

"Mr. Wilson said in part:

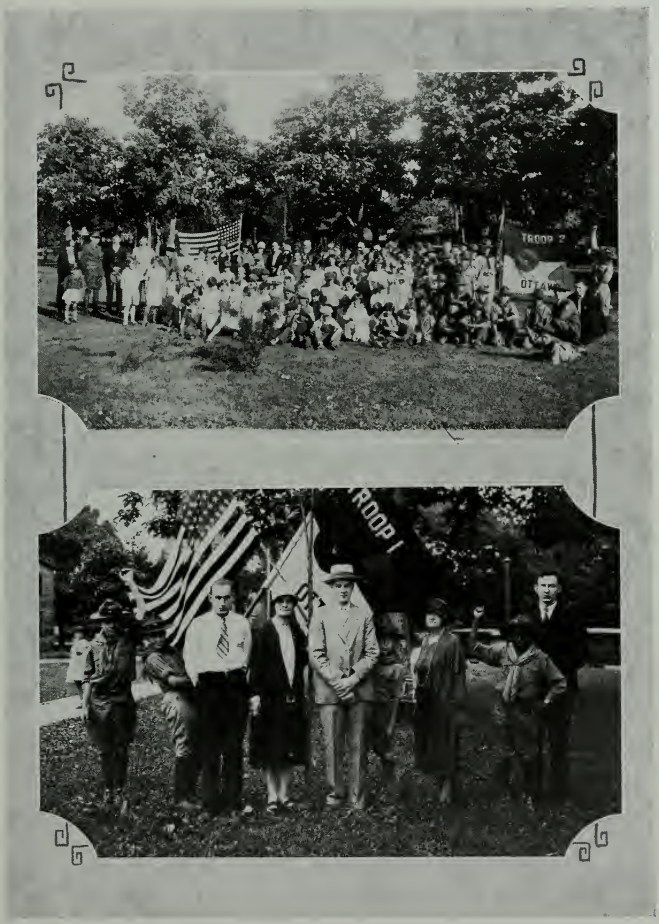
'Miss Rigden dreamed a dream some few years past and it was about this beautiful park which we now know as Shabbona park. She had a vision and this vision was that this plot of ground could be made into a wonderful playground. We are now able to see the result of her untiring efforts along this line.

'I can remember when this spot was a dumping ground for everything. I can remember my father telling when a tannery once occupied these grounds with its heaps of unsightly tanbark and smells that accompany such an industry, but, thanks to Miss Rigden, and her efforts we can now enjoy this beautiful spot.

'Not only in this has she been a benefactor to the community, as had it not been for her providing the ways and means, many children would not have been able to continue in the grade schools and from there into our high school, and on into college. She not only found ways to clothe them, but saw that the needed money for school books was furnished to these children.

'Many children can verify these statements. Men and women who have left Ottawa in pursuit of their chosen fields of labor lay great stress upon the fact that they owe it to Miss Rigden that they were able to gain their high standards in their own lines to her untiring efforts in their own behalf.

'Miss Rigden can be rightfully called the Jane Addams of Ottawa, as she has been to this town what Jane Addams was to the world.'"



—Rosamond Blanchard.

CEREMONIES AT MEMORIAL TREE PLANTING IN HONOR OF MISS ALICE RIGDEN.

EPITAPHS FOR AVIATORS.

(Capt. Aidan Liddell, V. C.)
SHANE LESLIE.

Another one of mortal birth
Hath set his spirit free.
Lie very lightly on him, Earth,
Who did not tread on thee.

—Underwood and Underwood.

THE FUNERAL CEREMONY FOR THE AVIATOR, FLOYD BENNETT, IN NEW YORK.

BENNETT'S LAST FLIGHT.

Life has been given us to use as we will—
To risk on one mad dash up some disputed hill,
Or to squander on days of meaningless existence—
It can be a broad highway or a path of resistance.
Often in the course men live, they are forced to choose
Between self-protection or an act which may use
Their last breath of life to prove they were true.
Bennett chose and fought, but he failed to pull through—
Knowing full well what he risked, he served to the end
And his last great flight was a flight to his Friend.

EDUCATION AND WORLD PEACE.

Education is being given such attention and support around the world since the World War as it never before received. Such is the conclusion of the Federal Bureau of Education as a result of a special study of the subject just completed. The Department of the Interior has published a bulletin by James F. Abel, Specialist for the Government on foreign education, in which he sets out his findings as to the trends of education in countries other than the United States.

One of the most marked movements of this period, he says, has been the establishment of certain official international relationships in education made obligatory by treaties, constitutions, and laws; and these were accompanied by a general widening and strengthening of activity, official and unofficial, in international education affairs. Another important aspect is manifest in the establishment of ministries of education and the development of administrative school organizations in the newly created nations, together with various changes in the national educational offices of other countries. Closely connected with both is the evident willingness of the different countries to make substantial monetary provision for education at a time when many of them were forced into drastic retrenchments in their national expenditures or were even in a state of national bankruptcy.

The almost universal adoption of republican forms of government which followed the war naturally led to inquiries into the educational status of the people and their ability to understand and assume the obligations they were incurring, with the consequent discovery of enormous numbers of illiterates and near-illiterates and subsequent attempts of many kinds to give them at least the rudiments of an elementary education.

In the realm of human training below the levels of secondary instruction the lowered birth rate during the war began to show in greatly decreased school enrollments in several European countries, and coincident with this realization of the loss of human wealth the national governments took many new measures in behalf of women and children, lengthened the term of compulsory school attendance, and generally gave to elementary education a better adaptation to the needs of child life.

The great and far-reaching changes in the number and kind of national governments in Eurasia has necessitated general international readjustments; and international education relationships, official and otherwise, have sprung into sudden prominence. On the actual official side of treaties, international agreements, and constitutional enactments made obligatory by treaties, international direction of certain educational policies has been deliberately undertaken and in 1924 to 1926 the practicability of such direction was plainly proved.

Realizing that the mistreatment of minorities of race, religion, and language had been the chief cause of the World War, the framers of the peace treaties had attempted to work out national boundaries that would correspond to the territorial lines of division between ethnic and linguistic groups. That was impossible, and though the situation was greatly improved the ethnic minorities in Europe affected by the peace

treaties amounted to about 16,800,000 people; so it was essential for European peace that those minorities be protected by the treaties.

In all, 10 treaties with similar provisions were drawn. It devolved upon the governments concerned to work out and put into effect through their ministries of education administrative school policies that would meet and satisfy the international obligations which they had assumed. This international control of some phases of education as applied to a considerable number of countries in Eurasia and demonstrated as successful has a very vital bearing on future educational administration, support, and direction. The principles accepted by these countries will probably come into effect among countries on other continents where there are similar puzzling minority situations. They may be controlling factors in colonial educational policies, and already they have made bilingual and multilingual school systems commonplaces in the educational world.

The best and most hopeful trend of these movements is that minority language questions are being taken out of the fields of politics and religion and placed in the hands of the professional educators where they rightly belong, and that the latter are approaching them first from the immediate and pressing angle of providing proper school facilities under good administration, and second from the more important angle of making scientific investigations into the psychology of bilingualism and multilingualism so that better methods of teaching modern languages may be evolved.

Representatives from the various ministries of education made extensive trips to other countries and studied the school systems intensively with a view to carrying back to their own countries those features that they could adapt and use to advantage. The exchange of teachers, started in the last decade of the nineteenth century between Germany, France, and England because of a simultaneous movement in those countries for better teaching of foreign languages, was in England carried on by the office of special inquiries of the board of education.

The visit to the United States in 1925 of a delegate from the Austrian Ministry of Education resulted in the establishment a year later of the Austro-American Institute of Education at Vienna. A representative of the Ministry of Public Instruction and Agriculture of Bolivia visited Mexico, European capitals, and the United States to study educational developments and report a plan of reform for the schools of Bolivia. The director of public instruction of the State of Bahia, Brazil, spent several months abroad in 1925 studying various school systems. These are but a few examples of the large number of semiofficial exchanges of educational thought that were going on between countries.

I have never advocated war except as a means of peace.—U. S. Grant.

—Stanley Tess.

VETERANS.

Country school house near Princeton, Illinois, and the late Albert Knox, civil war veteran, whose father helped to organize this district.

LINCOLN'S MONUMENT IN THE MOUNTAINS.

Sixty-five years ago, a former Southern mountain lad and a New England general met in Washington. They were Abraham Lincoln and Otis Howard. As the two men studied the map spread before them, Lincoln put his finger on the mountains near Cumberland Gap, the intersection of the three states of Kentucky, Tennessee and Virginia, and said to General Howard: "You can trust the people in this section; I come from there and I know them. If you ever come out of this horror alive—and I pray God that you may—I want you to do something for those mountain people who have been shut out of the world for all these years."

Thirty-five years later, through Gen. Howard's effort, Lincoln Memorial University was founded for the boys and girls of the mountains. Around the university stretches the lovely and fertile Powell's Valley of Claiborne county, Tennessee. The grounds cover 700 acres, and on the campus are a dozen main buildings and numbers of smaller buildings and homes for college activities. There some 800 young men and women are profiting from an educational opportunity not dreamed of by their parents.

The institution has three departments: College, conferring baccalaureate degrees; academy, offering standard high school and vocational courses; and opportunity school, for boys and girls who have not fitted for the academy, but who wish a practical training which will help to make them useful citizens back home.

More than eighty per cent of all the students work to pay all or part of their expenses. The boys earn money on the big farm, on the grounds and in the buildings. The girls weave, work at household chores or serve in the charming Nancy Hanks tea room. They wash dishes, clean halls, work in the laundry, do general kitchen work, shampoo hair, make party favors, paint greeting cards, do mending or work in the library.

Education is both vocational and professional. Agriculture, household arts, mechanical arts as well as the liberal arts and sciences and pre-dental, pre-medical and pre-legal courses are included.

John Hays Hammond said in an article published in the *New York Times,* February 21, 1926: "Lincoln Memorial University is truly Lincolnesque in that it is striving to do something for those common people of whom the martyred President said that God must love them because He made so many of them. The magnificent, classic temple that is his memorial in Washington inspires almost overwhelming veneration of Lincoln but Lincoln Memorial University typifies, as perhaps nothing else can, his solicitude for the man who is lowly among his fellows."

—Grand Army Flag Day Book for Schools of Rhode Island.

THE LINCOLN AND DOUGLAS MEETING AT GALESBURG, ILLINOIS, OCTOBER 7, 1858

—Christian Science Monitor.

PICTURE OF AUDIENCE, LINCOLN AND "OLD MAIN" DURING THE DEBATE OF LINCOLN AND DOUGLAS AT GALESBURG.

THE RE-ENACTION OF THE LINCOLN-DOUGLAS DEBATE ON THE CAMPUS OF KNOX COLLEGE AT GALESBURG.

The series of debates between Abraham Lincoln and Stephen A. Douglas that carried Douglas to the United States senatorship and Lincoln to the presidency was recalled in a program on the campus at Knox College at Galesburg when the 70 year old contest was re-enacted.

The celebration attracted nation-wide attention and reports of the event were made by the nation's Press. The Chicago Sunday Tribune for October 7th, 1928, gives the following account:

"On the exact site of the original event, a platform over the east steps of the main building at Knox college, the debate was reproduced. A. B. Pierson, Galesburg attorney, represented the 'little giant,' and Frank McGlynn, New York actor, impersonated Lincoln.

Forty men and women who were present at the first debate sat on the platform as honored guests. Over their heads on the walls of the building just as it hung at the time of the debate three score and ten years ago, was a huge banner, 'Knox College for Lincoln.'

Parade Depicts Former Day.

A parade that followed the main outlines of that of 1858, preceded the re-enactment. An old buggy in which Lincoln did much of his campaigning in Illinois was drawn by Knox men in R. O. T. C. uniforms. McGlynn and Pierson, impersonating the political enemies of the former day, rode in a horse-drawn barouche. Back of them came two Knox students dressed in costumes of the 1850 period and carrying political banners like those of the original debate.

After 'Judge Douglas' and 'Mr. Lincoln' delivered their debates, the tone of the program was changed to the modern day and President Albert Britt of Knox, a nationally known Lincoln authority, recounted episodes in connection with his life and appearance here.

'Knox has an abiding claim on Lincoln, because it numbers him among its alumni,' Dr. William E. Barton, minister in Oak Park, Ill., said. 'This college was the first institution of learning to recognize that Lincoln was an educated man and confer on him the first academic honor he had ever received, the degree of doctor of laws.'

Owed Election to Debates.

Dr. Barton said that but for the debates of 1858 Lincoln could neither have been nominated nor elected president, because it was these discussions which first made him a national figure.

Carl Sandburg, Chicago poet and Lincoln biographer, saw the debate as a drama with three forces, two orators and the people.

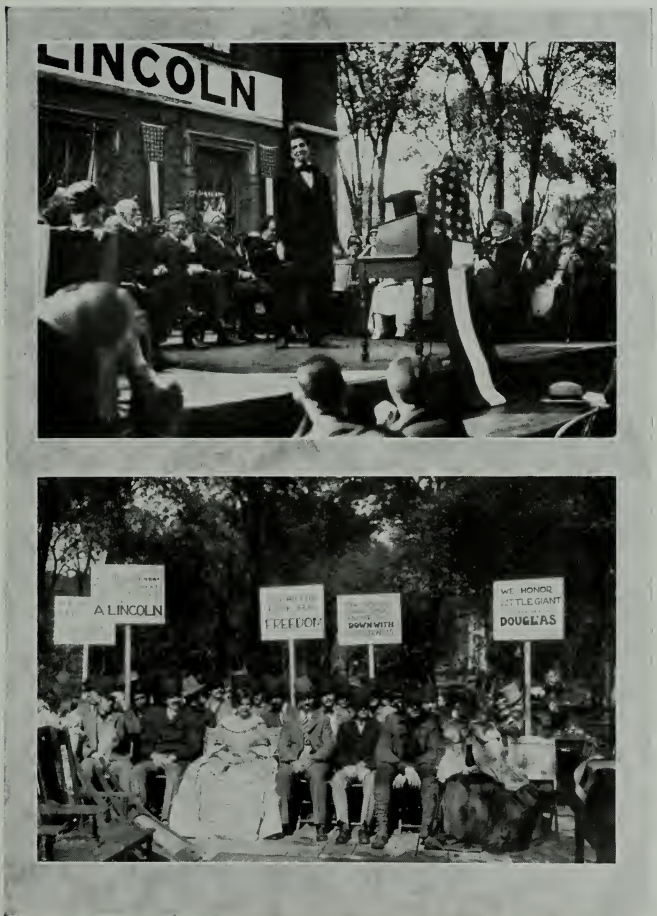
'To the campus of Knox they came in the cold rain of a raw October day,' he said. 'That crowd of 20,000 persons was an instrument, a factor in history, that the minds and tongues of the orators tried to control and direct. In seven years both orators were dead. But the people go on and on.'

Dr. Edgar J. Goodspeed of the University of Chicago recalled incidents connected with the debate as they were told him by his father who was a student at Knox when the two debaters met.

'In 1858 my father was a boy of sixteen, studying in the preparatory department of the Knox college,' said Dr. Goodspeed. 'He was already keenly interested in politics, and had the great good fortune to witness the Galesburg debate.

'The Knox students had taken possession of the roofs of the low one story dormitories that flanked the meeting place, and my father sat among them.

'Three things marked the debate: It was the most largely attended of the whole series; Mr. Lincoln made his ablest speech; and he answered the charge made against him by Mr. Douglas at Ottawa that he had participated in the supposed Springfield Republican convention of 1854.



UPPER: FRANK MC GLYNN SPEAKING AS LINCOLN. BACK OF HIM ARE SEATED DR. BARTON, PRESIDENT BRITT AND CARL SANDBURG.

LOWER: STUDENTS REPRESENTING ORIGINAL AUDIENCE AT RE-ENACTMENT.

Douglas Opened Debate.

'Mr. Douglas opened the debate. He was perhaps the foremost man in American political life, and a debater of national reputation—the "Little Giant from Illinois"; but on this occasion, where my father sat, not a word from him could be heard. He had used his voice up in weeks of campaign speaking.

'When he had spoken for an hour, Mr. Lincoln was introduced and then came the second surprise of the day, for his voice rang out over the great assembly clear as a bell. On the dormitory roof they heard every word distinctly. Lincoln unfolded his argument with freedom and confidence.'

Emmanuel Hertz, New York attorney, and a Lincoln biographer, scored persons who hold Lincoln data and refuse to give it to the world.

'Here in Galesburg, Lincoln began his victorious march which took him to the presidency,' he said.

A crowd of 10,000, half as many as witnessed the original debate saw the reenactment."

An editorial by Dr. John H. Finley in the New York Times for Sunday, October 7, 1928, reflected the historical significance of the celebration. The complete editorial follows:

WHERE LINCOLN AND DOUGLAS DEBATED.

"The only building intimately associated with any one of the seven Lincoln-Douglas debates in seven Illinois towns—Ottawa, Freeport, Jonesboro, Charleston, Galesburg, Quincy and Alton—that is still standing is known as 'Old Main' on the campus of Knox College at Galesburg. It had been completed only two years before the debate, which was held there seventy years ago today. The original plan was for a meeting in the public square, but as a northwest wind was blowing, a platform was improvised in the shelter of the college walls. About it were gathered that October day more than twenty thousand men, women and children, chiefly from Northern Illinois, who had come on foot, by wagon or train, to this then little prairie town to hear the Little Giant and the Rail Splitter discuss slavery—the largest assemblage, it is stated, that LINCOLN ever addressed on a purely political subject.

DR. THOMAS W. GOODSPEED of the University of Chicago told of the disappointment of the Douglas followers, because though his voice was most powerful, it was deep and husky and could not be distinctly heard at a distance, while LINCOLN, who spoke in a higher key, was heard and understood by the great crowd. And it was his voice in those debates that was heard throughout the country, through newspapers and printed copies of the speeches. This is suggested by the opening sentences of LINCOLN'S reply to DOUGLAS:

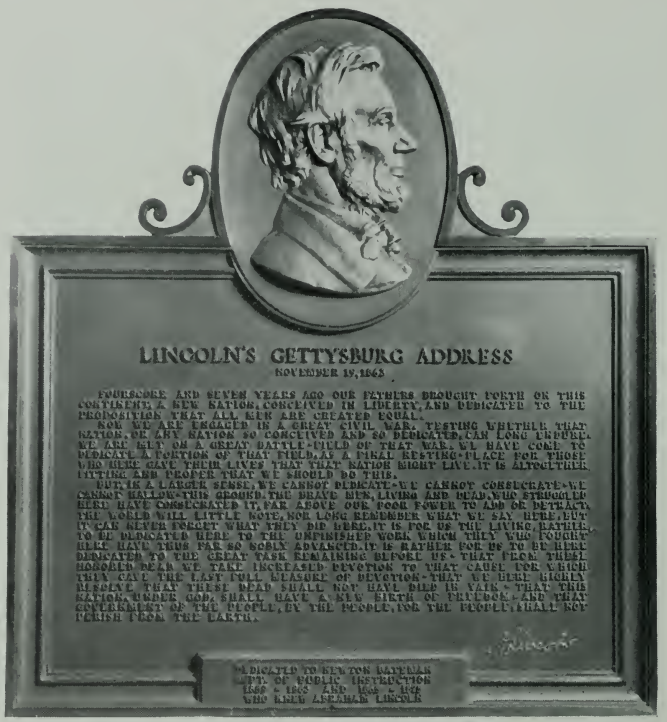
'My fellow-citizens: A very large portion of the speech which Judge Douglas has addressed to you has previously been delivered and put into print. I do not mean that for a hit upon the Judge at all. If I had not been interrupted I was going to say that such an answer as I was able to make to a very large portion of it had already been more than once made and published.'

The site of this debate has become a Lincoln shrine. It is one of the few places where the son of LINCOLN spoke. President McKINLEY once took his entire Cabinet with him, save only one member, for a celebration, after which a regular meeting of the Cabinet was held. President ROOSEVELT spoke at the same place, and President TAFT made the address at the celebration of the fiftieth anniversary of the debate. It is especially remembered that HORACE E. WHITE of The Evening Post was at the original debate as a reporter, and that MELVILLE E. STONE was there as a mere lad of ten or eleven years, having ridden thirty miles in a wagon from an Illinois farm.

So does history make its shrines. This particular one should be kept in perpetual repair as the site of one of that series of memorable contests which began a new chapter in history and gave the world one of its immortals."

THIS MEMORIAL TABLET IS PLACED HERE
TO RECALL THE JOINT DEBATE BETWEEN
ABRAHAM LINCOLN AND STEPHEN A. DOUGLAS.
WHOSE WORDS THESE WALLS ECHOED
OCTOBER THE 7TH 1858
"EQUALITY AMONG THE DIFFERENT STATES
IS A CARDINAL PRINCIPLE UPON WHICH ALL
OUR INSTITUTIONS REST." DOUGLAS.
"HE IS BLOWING OUT THE MORAL LIGHTS
AROUND US WHO CONTENDS THAT WHOEVER
WANTS SLAVES HAS A RIGHT TO HOLD THEM."
LINCOLN.

TABLET ON THE WALLS OF "OLD MAIN" AND SCENES OF RE-ENACTMENT.


LINCOLN'S GETTYSBURG ADDRESS
NOVEMBER 19, 1863
FOURSCORE AND SEVEN YEARS AGO OUR FATHERS BROUGHT FORTH ON THIS
CONTINENT, A NEW NATION, CONCEIVED IN LIBERTY, AND DEDICATED TO THE
PROPOSITION THAT ALL MEN ARE CREATED EQUAL.
NOW WE ARE ENGAGED IN A GREAT CIVIL WAR, TESTING WHETHER THAT
NATION, OR ANY NATION SO CONCEIVED AND SO DEDICATED, CAN LONG ENDURE.
WE ARE MET ON A GREAT BATTLE-FIELD OF THAT WAR. WE HAVE COME TO
DEDICATE A PORTION OF THAT FIELD, AS A FINAL RESTING-PLACE FOR THOSE
WHO HERE GAVE THEIR LIVES THAT THAT NATION MIGHT LIVE. IT IS ALTOGETHER
FITTING AND PROPER THAT WE SHOULD DO THIS.
BUT, IN A LARGER SENSE, WE CANNOT DEDICATE - WE CANNOT CONSECRATE - WE
CANNOT HALLOW - THIS GROUND. THE BRAVE MEN, LIVING AND DEAD, WHO STRUGGLED
HERE, HAVE CONSECRATED IT, FAR ABOVE OUR POOR POWER TO ADD OR DETRACT.
THE WORLD WILL LITTLE NOTE, NOR LONG REMEMBER, WHAT WE SAY HERE, BUT
IT CAN NEVER FORGET WHAT THEY DID HERE. IT IS FOR US THE LIVING, RATHER,
TO BE DEDICATED HERE TO THE UNFINISHED WORK WHICH THEY WHO FOUGHT
HERE HAVE THUS FAR SO NOBLY ADVANCED. IT IS RATHER FOR US TO BE HERE
DEDICATED TO THE GREAT TASK REMAINING BEFORE US - THAT FROM THESE
HONORED DEAD WE TAKE INCREASED DEVOTION TO THAT CAUSE FOR WHICH
THEY GAVE THE LAST FULL MEASURE OF DEVOTION - THAT WE HERE HIGHLY
RESOLVE THAT THESE DEAD SHALL NOT HAVE DIED IN VAIN - THAT THIS
NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF FREEDOM - AND THAT
GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE, SHALL NOT
PERISH FROM THE EARTH.
DEDICATED TO NEWTON BATEMAN
SUPT. OF PUBLIC INSTRUCTION
1858 - 1865 AND 1868 - 1876
WHO KNEW ABRAHAM LINCOLN

—Raymond Georg.

LINCOLN AND BATEMAN.

Abraham Lincoln and Newton Bateman both sat in the Republican Convention of 1858, Lincoln being nominated for United States Senator and Bateman for Superintendent of Public Instruction. Though Lincoln was defeated in the subsequent election, Bateman was elected and was a candidate again in 1860 and was in office during the time between the nomination of Mr. Lincoln and his departure for Washington. During that time Mr. Bateman granted Mr. Lincoln the use of one of his rooms in the old Capitol Building for consultation purposes. Mr. Lincoln submitted some of his manuscripts to Mr. Bateman for criticism. On the day of President Lincoln's departure for Washington, Mr. Bateman accompanied him to the train and stood by his side while he gave his farewell address. Mr. Bateman returned to his office and wrote out this address from memory It is remarkable how close his memory of it was to the text as Mr. Lincoln finally revised it.

It is because of these relations that the legend was placed beneath the Lincoln tablet which is now permanently fastened to the walls of the office of the Superintendent of Public Instruction.

THE MARCH.

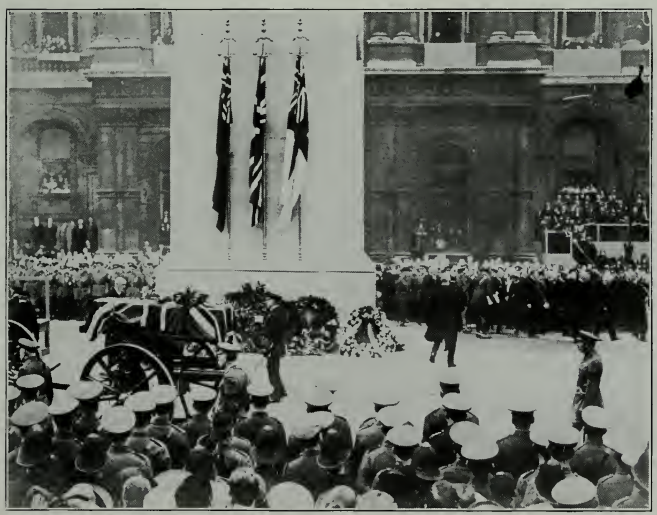
J. C. Squire.

I heard a voice that cried, "Make way for those who died!"
And all the colored crowd like ghosts at morning fled;
And down the waiting road, rank after rank there strode,
In mute and measured march a hundred thousand dead.

A hundred thousand dead, with firm and noiseless tread,
All shadowy-gray yet solid, with faces gray and ghast,
And by the house they went, and all their brows were bent
Straight forward; and they passed, and passed, and passed,
and passed.

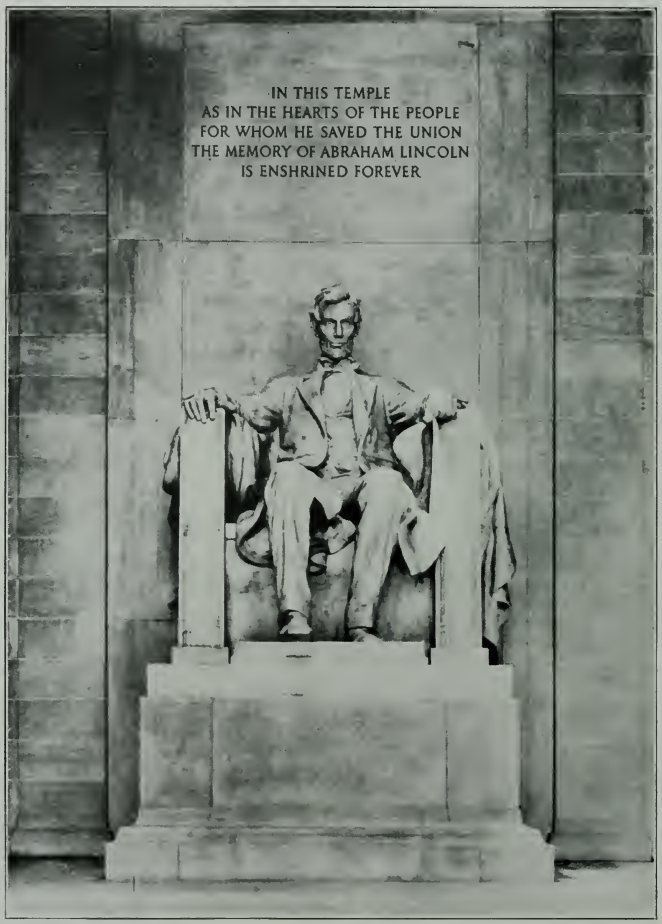
But O there came a place, and O there came a face,
That clenched my heart to see it, and sudden turned my way;
And in the Face that turned I saw two eyes that burned,
Never-forgotten eyes, and they had things to say.

Like desolate stars they shone one moment, and were gone
And I sank down and put my arms across my head,
And felt them moving past, nor looked to see the last,
In steady silent march, our hundred thousand dead.



—Underwood and Underwood.

THE FUNERAL OF THE UNKNOWN BRITISH SOLDIER.


IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER

—Underwood and Underwood.

LINCOLN STATUE IN MEMORIAL AT WASHINGTON.

ABRAHAM LINCOLN.

This rail-splitter a true-born king of men:
* * * how to occasion's height he rose,
How his quaint wit made home-truth seem more true,
How, iron-like, his temper grew by blows.

How humble yet how hopeful he could be;
How in good fortune and in ill the same;
Nor bitter in success, nor boastful he,
Thirsty for gold, nor feverish for fame.

He went about his work—such work as few
Ever had laid on head and heart and hand—
As one who knows, where there's a task to do,
Man's honest will must Heaven's good grace command;

Who thrusts the strength will with the burden grow,
That God makes instruments to work his will,
If but that will we can arrive to know,
Nor tamper with the weights of good and ill.

So he went forth to battle, on the side
That he felt clear was Liberty's and Right's,
As in his pleasant boyhood he had plied
His warfare with rude Nature's thwarting mights—

The uncleared forest, the unbroken soil,
The iron-bark, that turns the lumberer's axe,
The rapid, that o'erbears the boatman's toil,
The prairie, hiding the mazed wanderer's tracks.

The ambushed Indian, and the prowling bear—
Such were the needs that helped his youth to train:
Rough culture—but such trees large fruit may bear,
If but their stocks be of right girth and grain.

So he grew up, a destined work to do,
And lived to do it; four long-suffering years
Ill-fated, ill-feeling, ill-report, lived through,
And then he heard the hisses change to cheers.

The taunts to tribute, the abuse to praise,
And took both with the same unwavering mood;
Till, as he came on light, from darkling days,
And seemed to touch the goal from where he stood.

A felon hand, between the goal and him,
Reached from behind his back, a trigger prest,—
And those perplexed and patient eyes were dim.
Those gaunt, long-labouring limbs were laid to rest!

The words of mercy were upon his lips,
  Forgiveness in his heart and on his pen,
When this vile murderer brought swift eclipse
  To thoughts of peace on earth, good-will to men.

The Old World and the New, from sea to sea,
  Utter one voice of sympathy and shame!
Sore heart, so stopped when it at last beat high,
  Sad life, cut short just as its triumph came.

A deed accurst! Strokes have been struck before
  By the assassin's hand, whereof men doubt
If more of horror or disgrace they bore;
  But thy foul crime, like Cain's, stands darkly out.

Vile hand, that brandest murder on a strife,
  Whate'er its grounds, stoutly and nobly striven:
And with the martyr's crown crownest a life
  With much to praise, little to be forgiven.

London Punch, May 6, 1865.

LINCOLN.

JAMES WHITCOMB RILEY.

A peaceful life—just toil and rest—
  All his desire;
To read the books he likes the best
  Beside the cabin fire—
God's word and man's—to peer sometimes
  Above the page, in smouldering gleams,
And catch, like far heroic rhymes,
  The on march of his dreams.

A peaceful life—to hear the low
  Of pastured herds,
Or woodman's axe that, blow on blow,
  Fell sweet as rhythmic words.
And yet there stirred within his breast
  A fateful pulse that, like a roll
Of drums, made high above his rest
  A tumult in his soul.

A peaceful life! . . . They hailed him even
  As one was hailed
Whose open palms were nailed toward heaven
  When prayers nor aught availed.
And lo, he paid the selfsame price
  To lull a nation's awful strife,
And will us, through the sacrifice
  Of self, his peaceful life.

SILHOUETTE OF THE STATUE OF RICHARD YATES, CIVIL WAR GOVERNOR OF ILLINOIS.

—Wide World Photos.

SCENE DURING UNVEILING OF THE MEMORIAL TO MAJOR GENERAL GEORGE GORDON MEADE IN THE BOTANICAL GARDENS AT WASHINGTON.

QUOTATIONS.

There is no higher law than the Constitution.—Seward.

Where law ends, tyranny begins.—Pitt.

One country, one Constitution, one destiny.—Webster.

I regret I have but one life to give for my country.—Nathan Hale.

Liberty and union, now and forever, one and inseparable.—Webster.

Liberty cannot be established without morality, nor morality without faith.—Greeley.

The noblest motive is the public good.—Virgil.

Millions for defense; but not one cent for tribute.—C. C. Pinckney.

A great nation is made only by worthy citizens.—C. D. Warner.

Liberty is not the right of one, but of all.—Herbert Spencer.

Liberty is from God; liberties from the devil.—Auerbach.

Whether in chains or in laurels, liberty knows nothing but victories.—Wendell Phillips.

The love of liberty, with life is given.—Dryden.

Slow are the steps of freedom, but her steps never turn backward. —J. R. Lowell.

Death never comes too soon, if necessary, in defense of the liberties of our country.—Story.

Our federal union; it must be preserved.—Andrew Jackson.

One on God's side is a majority.—Wendell Phillips.

Authority must not forget humanity.—O'Reilly.

The men who have changed the world, with the world have disagreed.—O'Reilly.

A veteran of the war is dearer and nearer even than the flag. He is a living flag, starred and scarred.—O'Reilly.

We have met the enemy, and they are ours.—Commodore Perry.

He serves his party best who serves his country best.—Rutherford B. Hayes.

The union of hearts, the union of hands, and the flag of the Union forever.—G. P. Morris.

PRINCIPLES OF GOVERNMENT AS VOICED BY THE PRESIDENTS.

"In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

—George Washington,
President of the United States
1789-1797

"A careful and extended report of constitutional government should be particularly gratifying to the people and to all who take an interest in the progress of political science and the cause of true liberty."

—James Madison,
President of the United States
1809-1817

"A free, virtuous and enlightened people must know well the great principles and causes on which their happiness depends."

—James Monroe,
President of the United States
1817-1825

"To preserve, to inform and to perpetuate the sources and direct in their most effective channels the streams which contribute to the public weal is the purpose for which government was instituted."

—John Quincy Adams,
President of the United States
1825-1829

"A decent and manly examination of the acts of government should be not only tolerated, but encouraged."

—William Henry Harrison,
President of the United States
1841-1845

"Under no other system of government has reason been allowed so full and broad a scope to combat error."

—James K. Polk,
President of the United States
1845-1849

"Our true mission is to teach by example and to show by our success the blessings of self-government and the advantages of free institutions."

—Millard Fillmore,
President of the United States
1850-1853

"The most animating encouragement and potent appeal for freedom is the history we write every day."

—Franklin Pierce,
President of the United States
1853-1857

"Our Government is a stake of such inestimable value as to demand our constant and watchful vigilance for its preservation."

—James Buchanan,
President of the United States
1857-1861

"Whoever can change public opinion can change the Government practically so much. Public opinion, on any subject, always has a central idea from which all its minor thoughts radiate."

—Abraham Lincoln,
President of the United States
1861-1865

"Government is extended to every opinion in the quiet certainty that truth needs only a fair field to secure the victory."

—Andrew Johnson,
President of the United States
1865-1869

"All who possess political rights should have the opportunity to acquire the knowledge which will make their share in the government a blessing and not a danger."

—Ulysses S. Grant,
President of the United States
1869-1877

"If the future generation of government comes to its inheritance blinded by ignorance, the fall of the Republic will be certain and remediless."

—James A. Garfield,
President of the United States
1881

"The truth should be kept constantly in mind by every free people desiring to preserve the sanctity and poise indispensable to the permanent success of self-government."

—Theodore Roosevelt,
President of the United States
1901-1909

"Patriotism consists of some very practical things. It is patriotic to learn what the facts of our national life are and to face them with candor."

—Woodrow Wilson,
President of the United States.
1913-1921

—"P and A" Photo.
VETERAN CIVIL WAR NURSES.

THE BUILDERS.

A builder builded a temple,
  He wrought it with grace and skill;
Pillars and groins and arches
  All fashioned to work his will.
And men said as they saw its beauty:
  "It never shall know decay,
Great is thy skill, O builder!
  Thy fame shall endure for aye."

A teacher builded a temple,
  With loving and infinite care;
Planning each arch with patience,
  Laying each stone with prayer.
None praised the unceasing efforts,
  None knew of the wondrous plan,
For the temple the teacher builded
  Was unseen by the eye of man.

Gone is the builder's temple,
  Crumpled into the dust;
Low lies each stately pillar,
  Food for consuming rust;
But the temple the teacher builded
  Will last while the ages roll;
For that beautiful unseen temple
  Was a child's immortal soul.

MOLINE TEACHERS HONOR MISS EVANS.

Miss Lucy Evans, Moline teacher, who has taught in some cases three generations of the same family in the public schools of Moline, was honored at a fiftieth anniversary party the night of January 19th, 1929, at the home of Miss Hattie Moore also of the Lincoln School where Miss Evans now teaches.

At this party Miss Evans received among other delightful gifts a tiny gold box in which was enclosed a gold piece of the date of 1879 which was the year in which she first taught school. This gift was from her fellow teachers in Lincoln School in recognition of her record of fifty years of service without absence or tardiness in the entire half century, probably a record in America for class room service.

The Moline Daily Dispatch for January 21, 1929, gives the following account of Miss Evans' record:

"Miss Evans has been in the service of the Moline public schools since 1879 when she started as a teacher at Ericsson school. In 1910 she was transferred to Lincoln where she has taught since that time.

Although the records of the board of education are not complete on attendance, they indicate that Miss Evans in her entire term of teaching has never been absent because of illness. She takes a few days leave occasionally to attend the conventions of the Daughters of the American Revolution in Washington, of which organization she is an active member.

Miss Evans was graduated from the University of Iowa in the class of 1876 and taught for a year and two months in Iowa schools before coming to Moline. She was not absent because of illness while a teacher in Iowa, thus giving her a record of long continued teaching without having been absent a single day because of illness."

MISS LUCY EVANS.

MRS. AGNES GARRETSON.

MRS. AGNES GARRETSON HONORED BY LINCOLN TEACHERS.

Dedicating a large part of their program to commemoration of the fifty years of service of Mrs. Agnes R. Garretson as a teacher in the public schools at Lincoln, Illinois, the Logan County Teachers' Association acknowledged her noble life and work.

The Illinois State Journal for Sunday, March 3d, 1929, gives the following account of her record:

"Agnes Garretson was born near Greenview, Menard county, Illinois, on May 10, 1863, a daughter of the late William and Mary Maxwell Rourke, being one of a family of eleven children. This was the day upon which Stonewall Jackson was mortally wounded at Chancellorsville during the Civil War. She has always admired and often coveted the strategy, energy and courage of that chivalrous man.

Knew Lincoln's Tutor.

Her earliest association with any teacher was that with Graham Minter, famed tutor of Abraham Lincoln. Mr. Minter was a frequent visitor at the Rourke home while 'boarding 'round' as he taught the district school. He was an old man at the time and was not always welcomed by the children of the household, for he invariably had them spelling or doing sums until bedtime every night. While she was too young to do either, the silence enforced upon her was far more irksome than the actual work would have been.

Moving to Logan county in the spring of 1869, she was just old enough to go to school, but the Elam school, to which she should have gone, was without a teacher owing to the fact that no taxes had been levied for such a purpose. Fortunately, a man, John Stewart by name, came into the community qualified to teach and started a subscription school, the parents paying so much per pupil per term. The Rourke family furnished five of these pupils. This was repeated the following spring with Watson Stewart, brother of John, as teacher. Soon after that the tax matters were adjusted and school was kept open for the proper length of time.

Got Certificate at 15.

Few districts thought of employing a woman at that time, so most of her teachers were men. Later the fashion changed in this regard, and though men were always employed for the six months' winter term a woman was often engaged for the spring term. At that time there was no age restriction on applicants for teachers' certificates, so she applied for and received a certificate to teach in 1878 under W. H. Derby, who was county superintendent of schools. The following spring she taught her first school in the Elam district where she had received her education.

The spring term was all a girl of 15 could hope to teach in that district, so she was next employed for eight months at the Richman school at a salary of $25.00 per month, or $200.00 for the term. Feel-

ing the need of greater preparation, Miss Rourke attended the Normal school at Valparaiso, Ind., during the summer terms. Valparaiso at that time was the popular mecca for all ambitious young men and women. Tuition for a ten weeks' term was but $8, board and room $1.50 a week, or $15 for the term, and a fee of $1, making the total cost of $25 for the entire term.

Specializes in Manual Arts.

The last twenty years have been years of great specialization and Mrs. Garretson chose, for her special line, manual arts. In 1905, with the advice and encouragement of Superintendent L. D. Ellis, she took a course in manual training at Bradley Polytechnic and prepared for the installation of a course of manual arts in the Lincoln grade schools. There being no money appropriated for this purpose by the board, she, with the help of the Lincoln Woman's Club and a number of private citizens collected a sufficient sum of money to install twenty manual training benches and a full complement of tools and began the work in the basement of the old Central building in a room cleared from a collection of rubbish which had been accumulating over a period of forty years.

She taught the manual training, supervising the sewing and other constructive problems while serving as principal of a twelve-room building and teaching half time in the regular classroom besides.

Mrs. Garretson has always been active in civic affairs and has given freely of her time and energy to every movement for civic betterment. She was one of the prime movers for the organization of a social service bureau and served on that board during the years of its existence. She served as an executive of the County Tuberculosis society and was secretary of the sanitarium board for five years following its organization. She was chairman of the Junior Red Cross during the World war and still is acting in that capacity.

Promoted Ground Decoration.

Mrs. Garretson was the original promoter of schoolground decoration and planting, and much of the beauty of the Central school grounds is due to her influence. Through her efforts the Mothers' club or Parent-Teachers' Association of Central school was organized in 1907 and was the first organization of its kind in the Lincoln schools. She has also been an honorary member of the Lincoln Woman's club for the last seventeen years.

Mrs. Garretson is a lover of nature, and in her periods of leisure from school duties she occupies herself with the cultivation of small fruits, garden vegetables and many kinds of flowers."

At the County Teachers' program in her honor City Superintendent D. F. Nichols spoke in behalf of the Lincoln teachers. County Superintendent E. H. Lukenbill spoke and presented Mrs. Garretson with a copy of "Lincoln" by Albert J. Beveridge. Civic groups, schools and clubs entertained for a full week in honor of her consistent years of service and thereby paid homage to another great soldier of peace.

DR. ALICE WINBIGLER.

COLLEGE TEACHER HONORED.

A half century of college teaching is the record of Dr. Alice Winbigler of Monmouth College who will retire in June with the title Professor Emeritus. The chair of Mathematics which she has held for over a quarter of a century will hereafter be known as the Alice Winbigler Chair of Mathematics and will be endowed.

The record of Dr. Alice Winbigler is unique in that in her half century of service she has never had a leave of absence nor has she enjoyed the privilege of a sabbatical year. Although she has traveled widely on two continents and has taken advanced work at universities she has done it during summer months when Monmouth College was not in session.

The service of Dr. Winbigler covers two thirds of the life of Monmouth College. More than 5000 students have sat in her classes and more than 1700 graduates have diplomas bearing her signature. Dr. Winbigler herself, is a graduate of Monmouth with the class of 1877.

The term of service of Dr. Winbigler is unique in college records. Hers, however, has not been a service great only in point of years. That she has been a truly great teacher is acclaimed by hundreds of her students who will unite in honoring her at "The Winbigler" commencement in June. The plan to endow the Chair of Mathematics in her honor was started by friends and former students.

ERRATUM.

Dr. Charles B. Johnson, Acting Adjutant of the Colonel Nodine Post, Department of Illinois, G. A. R., Champaign, Illinois, has written in the interests of accurate records. A picture in the 1928 issue of the Memorial and Peace Day circular was labeled incorrectly and it was Dr. Johnson who first detected the error and advised the compiler.

An extract pertaining to this picture is quoted from his letter.

"By the way, the photographer on page 18 has made a very pronounced mistake in picturing Lincoln and McClernand at Vicksburg. I served through the Vicksburg campaign in the 13th Army Corps, part of the time commanded by McClernand, but during the Civil War Lincoln was never within a thousand miles of Vicksburg. Indeed, during that struggle he kept pretty close to Washington, never went further away than Gettysburg. McClerland's service was with the Western Army and hence he was not at Gettysburg save possibly as a visitor after the war ended. The above statements can be depended on.

Sincerely,

Chas. B. Johnson."

—"P and A" Photos.

THE LAST OF THE FAMOUS 35TH REGIMENT OF MASSACHUSETTS MEET TO CHOOSE A COMMANDER.

Liberty is a solemn thing, a welcome, a joyous, a glorious thing, if you please, but it is a solemn thing. A free people must be a thoughtful people; a free people must be a serious people; for it has to do the greatest thing that ever was done in the world, to govern itself.—Orville Dewey.

MEMORIAL TO THE BATTLESHIP "MAINE" PRESENTED BY CUBAN GOVERNMENT TO FEDERAL PARK AT WASHINGTON.

"I KNOW NOT WHERE THEY HAVE LAID HIM."

John xx., 18.

JOSEPHINE M. FABRICANT.

Oh, the sun shines bright and the wavelets play
  Where the gallant ship went down.
Not a spar or mast on the ocean vast
  To mark where they won renown,
For a monster rose from the ocean's depth
  And a fiend dropped down from the sky—
Just a lonely seagull to tell the tale
  How the sons of Columbia die.

There's a sheltered spot with a carpet green
  Where they laid the brave to rest.
A few short prayers and loving hands
  Placed a flag o'er each soldier's breast;
And the battle raged and the cannon roared
  And the world of strife passed by,
But only the mounds 'neath the quivering grass
  To mark where our heroes lie.

Oh, aching heart, that longs to know
  The spot where loved ones sleep,
And the precious box of love's ointment rare
  To break o'er the grave so deep!
Oh, Mary's heart, with your weight of woe,
  The one you loved is not dead,
Though the grasses grow and the white waves flow
  In silence above his bed!

His spirit lives in the hearts of men
  Good deeds can never die—
And the banner fair that he died to save
  Still floats 'neath the evening sky;
And the bright North Star o'er his grave shall keep
  A vigil eternal and sure,
A symbol fore'er of the hope that shines
  For a life that was brave and pure.

—Underwood and Underwood.

SOLDIERS—PAST, PRESENT AND FUTURE.

Brig. Gen. James E. Stevens, a veteran of four wars, is in the center.

THE CONSTITUTION OF THE UNITED STATES.

The constitution of the United States was adopted September 1, 1787.

Our forefathers who framed the Constitution—Washington, Jefferson, Franklin, Hamilton, and others—were not ordinary men. They were unusual men of great ability and profound learning. They were thoroughly familiar with history, governments and laws. They knew the attempts that had been made in forming republics. They aimed to avoid the pitfalls and the mistakes that had been made by other statesmen in other countries. They had before them the English Constitution, the Magna Charta, and the other basic laws of the world. They took the good points of all these documents, improved upon them, and added new points to suit their needs. The result was one of the most remarkable documents in the history of the world.

What Two Great Englishmen Said.

Gladstone, the great Englishman and lawyer, said: "The American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man." Lord Bryce, another famous English statesman, said: "The American Constitution ranks above every other written constitution for the intrinsic excellence of its scheme, its adaptation to the circumstances of the people, the simplicity, brevity, and precision of its language, its judicious mixture of definiteness in principle with elasticity in details".

Our Guide.

It is in this instrument of fabric of stubborn strength; in this beacon light that has safely guided the Nation through every crisis of its existence that we find the fundamental principles and eternal truths that guide us as individual citizens. However, we are so accustomed to the thousands of blessings which flow from the Constitution that we are inclined to forget their source. It is the duty of every American to study and understand this great American Charter.

Machinery and Charter Provisions.

The provisions of the Constitution fall into two categories: The machinery provisions and the charter provisions. The former have to do with the mechanics of government, such as the manner in which the President and members of Congress shall be elected, how Congress shall be convened, the powers and prerogatives of the different departments of the Government, and so forth. The charter provisions cover the great principles of personal liberty, religious freedom, safety of person and property, right of assembly, freedom of speech, and protection of life. They are the great rocks on which is founded all human happiness.

A Live, Interesting Document.

It is the technical nature of its machinery provisions that is responsible for the popular impression that the Constitution of the United States is a dry uninteresting document. However, there are its charter provisions. Indeed, in this respect our Constitution is an intensely live, interesting document that should, and that can, command the attention of, and inspire every American, whether man or woman, boy or girl. It is a very *human* document which is directly connected with the life of every individual in the United States, whether young or old, for its purpose is to properly guard the rights of the individual, that all may have equal chance.

Romance, History, Poetry.

Behind this Great Document are all the romance, history and poetry of the American Republic. Men have struggled, made sacrifice, and died for its provisions. Great battles have been fought to preserve its principles. The success or failure of representative government—of "government of, for, and by the people"—in the world depends upon the maintenance, in all its integrity, of the Constitution of the United States of America.

Three Great New Principles.

Not only does our Constitution embody the great principles of human liberty which it took the Saxon peoples almost a thousand years (from the Norman Conquest) of struggle to wring from Norman kings with Roman conceptions of sovereign rule, but we have added three new principles which the world considers the most remarkable part of the American Constitution, viz:

FIRST: The protection of the people's liberties from any danger from the Legislature, the Courts, or the Executive, which is accomplished by the separation of the powers of the Government, as expressed in the famous words of our great Bill of Rights:

"In the government of this commonwealth, the legislative department shall never exercise the executive and judicial powers, or either of them: the executive shall never exercise the legislative and judicial powers, or either of them: the judicial shall never exercise the legislative and executive powers, or either of them: to the end it may be a government of laws and not of men."

The words, "may be a government of laws and not of men," were pronounced by Daniel Webster as the greatest words contained in any written constitutional document. It was the first time in the history of the world that such a separation of the powers of the Government had been made in order to protect the liberties of the individual. The people of England had more than once lost their liberties by having Kings assume legislative powers—that is, make laws; or assume judicial powers, by either interfering with or controlling the courts which interpreted them. Our forefathers, in their wisdom, decided to make impossible such menacing of the freedom of the American people.

SECOND: Another invention we added, one novel in the history of the world, is our wonderful scheme of local self-government, whereby the people control their own affairs. This principal, from prehistoric times a cardinal Anglo-Saxon right, was, in the words of Frederick Jesup Stimson, "recognized in our Constitution and conjoined with the powerful national government working directly upon the people and not upon the States, as had been the case in all other federations of history. So that we, the people, manage our own domestic affairs, sue and are sued in our own courts, are tried under our local laws, while yet we have clothed the national Government at Washington with power adequate to defend the Nation, maintain its dignity abroad, and duly regulate affairs of national concern."

THIRD: The third new and wonderful invention of our Constitution to safeguard personal freedom was the creation of a Supreme Court of the United States, making it the great high guardian of the Constitution, so that no law could be made and no act done in violation of the constitutional rights of any American citizen, however humble, without the citizen being able to go into a court and have the law annulled.

Study the Constitution.

With the world in its present unsettled condition and our own Country drifting into dangerous tendencies, there has never before in the history of the Nation been as great a need for paying more attention to the Constitution of the United States. A mere reading of the Constitution will not mean much, if anything, to you. You must STUDY and UNDERSTAND it in order to realize its value and possibilities. You must analyze its provisions, letting your mind dwell on each and every one of them, and think what they mean to YOU, as one who is enjoying the blessings and protection of the American Flag.

Rights Guaranteed by Constitution.

The following brief statements indicate some of the ways in which the Constitution guarantees the rights, liberties, and privileges of all men, women, and children who live under the American Flag:

1. The free exercise of religious belief.
2. Freedom of speech.
3. Freedom of the press.
4. The right of people peaceably to assemble.
5. The right to petition the government for a redress of grievances.
6. To keep and bear arms.
7. Security against unreasonable searches and seizures of persons, houses, papers and effects.
8. Trial by jury.
9. No one shall be put in jeopardy of life or limb twice for the same offense.
10. A citizen cannot be compelled to be a witness against himself.
11. Private property cannot be taken for public use without just compensation.

12. The right to a speedy and public trial by an impartial jury.
13. Any accused citizen may have witnesses in his favor and assistance of counsel for his defense.
14. Excessive bail nor excessive fines shall not be required, nor cruel and unusual punishments inflicted.
15. No form of slavery shall exist.
16. The privileges and immunities of citizens of the United States shall not be abridged by any State.
17. The right of citizens to vote shall not be denied by any State on account of race, color or previous condition of servitude.
18. No title of nobility shall be granted by the United States.
19. The citizens of each State shall be entitled to all the privileges of citizens in the Several States.
20. No religious test shall ever be required as a qualification to any office or public trust under the United States.

About the Constitution.

The greatest heritage that has fallen to any single people in history is our Federal Constitution. Its making was the greatest human achievement since Creation, and it marked the greatest event in the history of the world, save only the birth of Christ.—HARRY F. ATWOOD.

The Constitution remains the surest and safest foundation for a free government that the wit of man has yet devised.—NICHOLAS MURRY BUTLER.

The Constitution of the United States, with its fine equilibrium between efficient power and individual liberty, still remains the best hope of the world.—J. M. BECK.

As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property and his sacred honor. —ABRAHAM LINCOLN.

The Federal Constitution—the whole of it is nothing but a code of the people's liberties, political and civil. The Constitution is not a mass of rules, but the very substance of our freedom, not obsolete, but in every part alive; more needful now than ever, and as fitted to our needs.—STIMSON.

Our Constitution is something to live with and for and by; something to learn to defend other than by war.—HUTCHESON.

—*The American Flag, Its Glory and Its Grandeur.*

I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence, which gave liberty, not alone to the people of this country, but to the world in all future time.—Abraham Lincoln.

—Underwood and Underwood.

A COLOR GUARD OF THE UNITED STATES NAVY.

—Underwood and Underwood.

The railway car in which the armistice was signed.

Memorial stone at Rethondes, France, marking site where armistice was signed.

Stone museum built by an American at Rethondes now houses railway car.

TEN YEARS AFTER THE ARMISTICE.

THE PEACE PACT.

(Pacte Générale de Renonciation à la Guerre)

The President of the German Reich, the President of the United States of America, his Majesty the King of the Belgians, the President of the French Republic, his Majesty the King of Great Britain, Ireland, and the British Dominions beyond the Seas, Emperor of India, his Majesty the King of Italy, his Majesty the Emperor of Japan, the President of the Republic of Poland, the President of the Czechoslovak Republic,

Deeply sensible of their solemn duty to promote the welfare of mankind; persuaded that the time has come when a frank renunciation of war as an instrument of national policy should be made, to the end that the peaceful and friendly relations now existing between their peoples may be perpetuated;

Convinced that all changes in their relations with one another should be sought only by pacific means and by the result of a peaceful and orderly process, and that any signatory Power which shall hereafter seek to promote its national interest by resort to war should be denied the benefits furnished by this Treaty;

Hopeful that, encouraged by their example, all the other nations of the world will join in this humane endeavor and, by adhering to the present Treaty as soon as it comes into force, bring their peoples within the scope of its provisions, thus uniting the civilized nations of the world in a common renunciation of war as an instrument of their national policy;

Have decided to conclude a treaty, and for that purpose have appointed as their respective plenipotentiaries: . . . Who, having communicated to one another their full powers, found in good and due form, have agreed upon the following articles:—

ARTICLE I.—The High Contracting Parties solemnly declare, in the names of their respective peoples, that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

ARTICLE II.—The High Contracting Parties agree that the settlement or solution of all disputes or conflicts, of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

ARTICLE III.—The present Treaty shall be ratified by the High Contracting Parties named in the preamble in accordance with their respective constitutional requirements, and shall take effect as between them as soon as all their several instruments of ratification shall have been deposited at Washington.

This Treaty shall, when it has come into effect as prescribed in the preceding paragraph, remain open as long as may be necessary for adherence by all the other Powers of the world. Every instrument evidencing the adherence of a Power shall be deposited at Washington and the Treaty shall, immediately upon such deposit, become effective as between the Power thus adhering and the other Powers parties thereto.

It shall be the duty of the Government of the United States of America to furnish each Government named in the preamble and every Government subsequently adhering to this Treaty, with a certified copy of the Treaty, and of every instrument of ratification or adherence. It shall also be the duty of the Government of the United States of America telegraphically to notify such Governments immediately upon the deposit with it of each instrument of ratification or adherence.

In faith whereof the respective plenipotentiaries have signed this Treaty in the French and English languages, both texts having equal force, and hereunto affixed their seals.

Done at Paris the 27th day of August in the Year of Our Lord one thousand nine hundred and twenty-eight.

—"P and A" Photos.

NEWS OF THE SIGNING OF THE ARMISTICE REACHES THE FRONT.

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